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The Editors Say:

Making up a magazine—like arranging the furniture in a house—calls for selection and balance—trying this piece and that piece in different positions — getting the right light or the right polish on certain articles—studying harmonies and contrasts and ensembles and a lot more things that would scarcely occur to one who had never done it. Then we stand back and view the general effect before opening the door to you. Sometimes, at this point, we are better pleased than at other times with what we have been able to assemble. It is hard to know, weeks in advance, that the articles we select for publication will fit together into an issue that will please you. We hope the thoughtful work of many contributors assembled in this anxious month of April, 1942, will prove as readable and replete with worthwhile ideas for your business as you had hoped it would be.

Suppose, however, that in perusing some particular page you are struck with the conviction that you could write a better piece—or one equally good—on a topic that is "right up your alley" and ought to be given more attention. What then? Consider yourself a committee of one to go off into your favorite corner and WRITE that article. As soon as you are satisfied that it says just what you want it to say, forward it to us. Don't imagine it won't be examined with appreciation because you have not contributed before or hold what appears to you a rather obscure position in education. We are always glad to welcome new contributors.

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AUTHORS: EMMETT A. BETTS, *Research Professor in Elementary Education, Pennsylvania State College,* and MABEL-LOUISE AREY, *formerly Director of Dramatics and Speech, State Teachers College, Lock Haven, Pa.*

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Editorials

Lest Victory Be Void

The victory we are still far from winning—but, please God, shall win—will again prove grievously disappointing unless accompanied by ideals and followed up with both discipline and education.

Discipline, sufficient to render future acts of ruthless aggression impossible, will have to be applied. It will need to be discipline devoid of revenge, but discipline backed with determination and implemented by what it takes.

Discipline, however, will not be enough. There must be developed an almost universal recognition of the interdependence of all the nations and races of mankind. How large an order this is to be upon education may be reckoned when we recall that a multitude of our own countrymen imagined up to the moment we were attacked by the Japanese, that this nation could live to itself, play a lone hand in the international game, and hold its winnings. To suppose that all those mistaken fellow Americans are now converted to the need for international cooperation, is to blink reality.

Difficult as it will be to educate public opinion in the United States, and unwelcome as will be the task of those who assume to do the educating, it is going to be thrice difficult to educate the enemy nations steeped as they are in their false religion of self aggrandizement through conquest and subjugation. The untruths and impossible ambitions that have been engendered by deliberate indoctrination will take long to eradicate. Just how it will eventually be accomplished no one can foresee.

One point is clear today; namely, that the terms of the peace must provide a foundation of justice and good-will combined with necessary restraints, upon which time and experience can build a victory for and of ideals.

The News We Choose

Newspapers show a strong tendency to play up each allied success, however trivial.

The reason for stressing optimistic reports is the very old one that it sells papers. Readers choose the sheet that tells them in huge headlines about a gain for the side they want to win. They shun the paper that brings them the whole picture in right proportions.

Cool judgment counsels us against cheering ourselves with falsely encouraging reports. We need to harden ourselves to face reality, however unpleasant.

But watch us choose our paper from the newsstand tomorrow morning!

Surprise

Surprise has long been an approved type of strategy in war. George Washington sent no messenger ahead to warm the Hessians at Trenton that he was coming to attack them. Ethan Allen did not forewarn the English at Fort Ticonderoga that his men were about to demand their surrender "in the name of Almighty God and the Continental Congress." George Rogers Clark captured one fort after another in the Ohio valley by surprise—with the result that the territory from the Ohio river to the western border of Wisconsin became part of the United States instead of Canada.

Surprise as a military tactic is as well established as it is effective.

What, then, was wrong about the surprise raid of the Japanese on Pearl Harbor or the surprise blitz of the Nazis against Russia? The wrong was in the pretensions of peace and friendship that had preceded these attacks. Only nations that had renounced the principles of international decency and fair play could have resorted to such methods.

But we should have known that such deception would be employed. The Soviets, in the main, were prepared. They were not ready at the first blow, and in consequence they lost the opening phases of the war. But their territory had been somewhat protected with buffer states, and they had massed armies and planes and tanks and guns to an extent that amazed the world—and gave Hitler his first counter-surprise of the war.

The surprise of Pearl Harbor wakened our armed forces, and our citizens as well, to the reality of the common danger.

The next phase of the war, whether in the Pacific or in Europe or Africa or the Near East or in Asia, should be marked by a reversal of surprise—the use by the United Nations of the same weapon that the enemy has wielded so often and so successfully.

It is not enough to be on constant guard against surprise. We shall win no final victory until our forces not only assume the offensive but spring so many surprises on so many unexpected fronts that the enemy in turn, will experience setbacks and feel the war of nerves and the bewilderment of "where next?" and "what?".

Will Teacher Scarcity Hurt Schools?

From many parts of the country come reports of actual or expected shortages in the supply of teachers. Armed services and defense plants are calling men away from teaching, while women are also quitting for jobs that pay them better.

Significant of the sudden reversal is the effort of many states and localities to recall married women to classrooms from which they were barred by earlier rulings. State commissioners are recommending this coaxing back of married teachers and local boards are vying with one another in compliance.

Teachers have waited for a long time for an upswing in the demand for their services and now it arrives with a bang and a boom.

But how will this affect the schools?

Many schools that now pay scandalously low salaries will be forced to close unless a way can be found to raise their wage scales.

In many places the bans on out-of-town teachers will be lifted. These rules have kept many good teachers out of the classrooms while poorly-equipped teachers have been boosted into positions they should never have had. The profession will be purged of large numbers of its political appointees during the present shuffle.

The plight of the schools is not by any means hopeless if certain necessary adjustments can be made, and if the emergency throws emphasis upon real merit rather than upon giving jobs to home-town young people.

Produce, Produce, Produce!

Sometimes the "handwriting on the wall" is the handwriting in letters to congressmen and to the press. A great inpouring of such letters recently served notice that the American public has grown tired of the domination of war production by organized labor. Late in March—while Congress debated the drastic Smith-Vinson bill for curbing labor unions and the profits of industry, Donald Nelson, as War Production Chief of the nation, was able to wrest from leaders of the CIO and the AFL a promise to abandon double pay for work on Sundays and holidays. The union leaders at the same time demanded that management quit hedging on full scale production and put operation on a footing of twenty-four hours a day, seven days a week. The counter demand was a proper one and, with the unreasonable overtime pay removed, fuller utilization of machinery and man power ought soon to become a reality.

The government itself stands ready to spend more billions for the manufacture of war materials in the next fiscal year alone than the Nazis spent in six years of piling up armament with which to subjugate free peoples the world over. An authority on statistics has placed the Nazi expenditure in those six pre-war years at 36 billion dollars. The program of Uncle Sam for the single year ending June 30, 1943, will run to 53 billions and probably higher. What will actually be produced with that vast sum depends upon the degree to which industry and labor decide to put selfish gains in second place and strive unitedly to build up a war equipment that will spell victory. Every sign pointing to such unity of effort is most heartening.

Two Lumps or One?

Teachers are finding new ways to serve their country nowadays, in addition to their customary service in the making of loyal and intelligent citizens. Conducting the nation-wide registration for sugar rationing is the latest. The outlook is for a very large enrollment. Even the diabetics will be present, accepting their ration cards with one hand while holding insulin in the other.

We are the greatest sugar eaters in the world, when we can get the sugar. Doctors agree with a multitude of bathroom scales that we over-indulge the appetite for sweets. Well, the rationing may do us good.

Meanwhile word trickles in from unidentified school systems in the Middle West that the turn-out of citizens for their sugar tickets has been made an occasion for showing off the schools. Decorations and exhibitions of pupils' work have been planned. The school bands will blare their welcome. Specially appointed students will act as greeters.

Did Shakespeare have our sugar situation in mind when he wrote: "Sweet are the uses of adversity"?

For Every Last Child

The unforgivable sin of mass education is its failure to discover and develop the best that lies hidden in each individual child. Those whose talents are most obvious to begin with are pushed into athletics, dramatics, musical shows and graduation parts. This is easier than to include everybody or to find suitable opportunities for children with less spectacular talents. Yet to overlook those children or keep them in a corner is to waste human personality. It is to shirk one of the proper responsibilities of education in a democracy. Here it is not enough merely to respect the individual. Each individual must become fitted by education and experience to deliver back to society his uniquely worthiest service and this can come only through the joy of an awakened self-confidence and self-realization. Blessed be that teacher who discovers and encourages every last one of his pupils!

Four Steps That Led to Liberty

RICHARD S. ULLERY
Longmeadow
Massachusetts

Our nation has survived many emergencies. Here are some secrets of its strength.

IT HAS been the fashion to describe the United States of America as a "young" nation. If the measure of a nation's age is the number of years which has elapsed since its government was first organized we must indeed admit our youth as compared with many nations of the Old World. But age is not necessarily maturity; maturity includes the establishing of standards of values which will not deteriorate in times of stress, and is an accomplishment, while age or youth is merely a condition.

When a nation's system of government functions so inadequately under pressure of emergency or disaster that the system must be discarded or completely rebuilt, that nation cannot be described as mature, no matter what her age may be. The reorganization of government may be a step toward maturity, but the proof is in the ability of the governmental system to withstand shocks, such as wars or economic crises. Judged by such standards, the American nation is far more mature than most nations. We live under a governmental system which has remained basically unchanged for more than one hundred and fifty years. During those one hundred and fifty years three republics and two monarchies have come and gone in France, and the present governmental system is unlike any of its predecessors. Germany achieved national unity only seventy years ago, and the empire fell apart because of an unsuccessful war, while the republic which followed disintegrated under economic pressure. Italy, though a victor in the war, emerged with a tottering government which soon gave way to a dictatorship. War caused the crumbling of the Tsarist system in Russia and the Sultanate in Turkey. Civil strife turned the monarchy of Spain into a republic, and the republic into a dictatorship. The British system of government, though nominally unchanged, has undergone some considerable modification since our Constitution was written.

The American nation has endured several serious economic crises, a civil war, two major foreign wars (in one of which we were invaded by the opposing power and our capital destroyed), has been in a continuous state of national emergency for the past nine years, and is now engaged in the most tremendous conflict of all time; but the American Constitution still stands. We have maintained in the United States a system of government sufficiently elastic to keep pace with the development of the thirteen colonies into a great and unified nation, in spite of invasion, civil war and economic depressions; and we have done so without rebuilding our system or discarding any of the fundamental principles upon which the system was built.

Between 1776 and 1791 four events occurred which were of great significance in the American advance toward a governmental system which would be a permanent safeguard for the liberties of the American people. These events were the Declaration of Independence, the War for Independence, the framing of the Constitution of the United States, and the establishment of the doctrine of Judicial Review. Each must be considered as one of a series of inter-related steps, growing logically and inevitably one out of another—steps toward liberty. A single basic philosophy was common to all, that governmental power was derived from the people and therefore limited by the consent of the governed.

There was nothing new in this doctrine. The Declaration demanded no new rights, but merely the recognition of certain existing rights which had been described in Magna Charta and the Bill of Rights long before. The colonists sought the enjoyment of these rights as part of their national heritage as Englishmen. A century before, the people of England had successfully defended these liberties against the tyrannies of the Stuart kings. The struggle between the English people and the Stuarts in the seventeenth century was similar in many respects to the contest between the American colonies and George III from 1769 to 1776. Had England been willing to grant to the colonies the same rights which the English people had previously wrested from the Stuarts the War for Independence might never have been fought. It was only when it became sadly obvious that the king and parliament had no intention of applying the English theories of natural rights and liberties in America that the colonies were forced to declare themselves independent of the English government.

In that Declaration the signers proclaimed that the authority which governments possess is derived from the consent of the governed, and that therefore governmental authority is limited. The nation is first: the government

holds only delegated power. It logically follows that a government which disregards the natural rights and liberties of its people seeks to become omnipotent, and the people no longer owe allegiance to such a government. The Declaration of Independence stated that the acts of king and parliament constituted attempts to rule without the consent of the governed, thus breaking the compact between government and people, and that these acts were therefore unconstitutional. Since no one could be bound to obey unconstitutional laws, the colonies had the right to declare themselves independent of the English king and parliament.

▼

The first step was taken. The colonies had outlined the principles of government under which they desired to live. The second step was to defend those principles by force of arms. The War for Independence followed the Declaration as inescapably as day follows night.

The successful War for Independence made the way ready for the third step, which was to crystallize in an official document the rights claimed by the Declaration and defended in the War. No other Constitution could have been written than the one adopted at Philadelphia in 1787, if the principles for which the War had been fought were to be maintained.

▼

The memory of the recent struggle against the tyranny of king and parliament was of course very clear in the minds of the fifty-five men who framed the Constitution. They considered it imperative to form a system of government which would prevent any future possibility of tyranny by executive or legislature. They had fought a long and bitter war to defend the rights of the governed, and to free themselves from British domination. They did not propose to set up a new government which might become as intolerable as the one from which they had severed themselves. The framers did not intend to make the mistake that had been made in England, where doctrines of liberty had been fought for in the seventeenth century, and forgotten in the eighteenth. Liberty was to be forever secured by preventing the possibility of overcentralization of power, and this was to be acomplished by establishing an equal balance between the executive, legislative and judicial branches of government, and by a distribution of powers between the national government and the governments of the individual states. By this system of checks and balances and distributed powers the framers sought to make it impossible for any man, any group or any class to achieve a disproportionate share of power.

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When ratified by the individual states the Constitution became a compact between the national government and the state governments. The nature of this compact was not clearly stated, and there was disagreement as to whether the compact meant that the Union was a confederation of sovereignties or a single sovereignty with the states as sub-divisions. Furthermore, the Constitution did not clearly show how disputes between the national government and state governments as to sovereign powers should be settled. Most of the difficulties in interpreting the Constitution, up to the Reconstruction Period, originated in the different theories regarding the true nature of this compact.

▼

It was Jefferson's theory that the states and the national government were equal parties in the compact, and that therefore a state had the power to decide when its rights were invaded by the national government. This theory was later expanded by Calhoun and others so as to give a state government the power to nullify any national laws which the state government considered an invasion of its rights. The opposing theory was that the final authority for maintaining the system of distributed powers resided not in the state but in the courts, and that the Constitution, like any other law, was to be interpreted by the courts. As a practical matter this theory prevailed very early in our history; within a comparatively short period after the adoption of our Constitution the Supreme Court had ruled that certain statutes (both state and federal) were invalid, and continued to make such rulings notwithstanding the opposition of Jefferson and others.

▼

Here was the fourth step of the series, the doctrine of Judicial Review. Clearly related to the philosophy of the Declaration of Independence and the Constitution, that an unconstitutional act has no binding force, and that governmental powers are limited by the consent of the governed, it has its roots in the theories of natural rights and liberties for which the English people had fought in the seventeenth century. The great difference between English theory and American practice is that there is no legal limit to the powers of the English parliament, and the English constitution is merely what the parliament chooses to make it, while the American doctrine of Judicial Review is a method by which natural rights and liberties are legally safeguarded for the future. It establishes the fact that there is, in the American system, a power superior to government—the courts of law—and that that power stands ready at all times to repel any invasion by government of the people's natural rights and liberties as stated in the Constitution.

▼

Thus with this step the American nation advanced far beyond any system of governmental limitation previously devised. Our doctrine of Judicial Review owes nothing to foreign influence. It is peculiarly American. We can state proudly, that here for the first time in history a practical and adequate check on government has been provided.

We have, therefore, the four

steps toward liberty, making a chain of continuity, logical and inevitable as the steps of a syllogism. Given the first step, the second had to follow. The second successfully accomplished, the third and fourth must be taken, if the purposes of the second and third were not to be discarded. The same philosophy underlies all, a vision of a land where liberty shall be secured and preserved forever.

Mrs. Nagel Comes to School

JAMES NEWELL EMERY
Pawtucket, Rhode Island

MRS. NAGEL came to the office last week to register a complaint about the way that little Gracie isn't getting along in the first grade. Mrs. Nagel is a pleasant-faced, apparently reasonable woman, who talks with an agreeable little smile—but down underneath there is a certain steely ring of determination in her tones. It is about Thanksgiving time — and Gracie is having trouble with her reading, and also with her writing. She is about the only one in a class of slightly over thirty who can't write her name and simple words. Moreover, Gracie can't read the words of the primer. Her mother is not satisfied with Miss McAndrew's work with Gracie, as compared with that of the other children.

Now Miss McAndrew is known to us in the office as one of the best of the first-grade teachers that we have—conscientious, thorough and sympathetic. Personally I feel that Gracie Nagel couldn't be in better hands as far as learning the mechanics of reading goes. Of course Miss McAndrew is no longer young, her smile has lost its sparkle, and she has a few minor teaching quirks that don't impress me altogether 100 per cent.—but taken as a whole, she's a pretty good teacher. And it doesn't seem like her to tell Mrs. Nagel that Gracie can't learn.

Probably she didn't say it just that way. It would have been a grave mistake if she had. No child, except possibly the lowest type of congenital idiot, *can't learn.* Gracie isn't getting ahead very fast, may not be very receptive just at this particular stage, but that diagnosis is far from the right one.

Let's go into the classroom and see Gracie at work. She holds her book so close to her eyes that it is very evident that she can't distinguish either the words or the letters. Miss McAndrew urges her again and again to hold her book farther away. I notice that Mrs. Nagel wears very strong bifocal glasses herself. It wouldn't be, possibly, that poor eyesight has been passed on to the child as an hereditary trait? And a little judicious questioning brings out the fact that Gracie's father and his brother are both very near-sighted. Possibly we have one of the reasons for Gracie's difficulties there.

In the second place, the records show that Gracie entered the first grade at the age of five years and seven months. "I wouldn't have her in the sub-primary!" is the mother's response to the suggestion that Gracie is not physically mature enough to assimiliate first grade work. "Others in the room aren't any older than she—some of my neighbors' children."

Well, that which affects the neighbors' youngsters does not always hold true in another individual case. Your youngster may be a bit slow—we won't say dull, for perhaps she isn't. But you got her into school, complacently expecting her to do work which she is not mature enough — yet — to master. It's discouraging to you, it's discouraging to her, it's discouraging to the teacher—but it's your own fault, Mrs. Nagel, and Mrs. Jones and Mrs. O'Neil. Children mature at different levels. Some are precocious, both mentally and physically, others lag.

No one except the man or woman actively engaged in school service can realize the real harm that is being done to children through the injudicious rushing of the child into the schoolroom before he is ready for it—physically and mentally.

The child who is not sufficiently developed is laboring under a handicap from the very start. The parent who thinks he is beating the gun by getting the child enrolled at the minimum age, or even a few months under, is doing the child no benefit—on the contrary a very real injury. It isn't a matter of spending so many hours a day in the classroom, exposing the child for a certain number of clock-minutes to a learning program, with the expectation that this exposure is going to result in a definite amount of finished educational product. It isn't anything as simple as all that.

The child's mind develops, to be sure, by certain definite—and oftentimes irregular—stages, just as does his physical being. You can count on the first tooth coming through at about a certain time—the appearance of the six-year molar at a fairly definite period—and so on throughout the various steps of anatomical development.

It would be obviously impracticable to feed the child certain foodstuffs that require heavy chewing before the requisite teeth arrive. But the parent has no such scruples as regards the mental side. The earlier it is possible to get the child into the classroom, then the sooner he will be able to get through his schooling, to get out into life and begin earning, and so on—

Only it doesn't quite work out that way.

Now there are weak spots and a good many of them in our educational set-up, in what we teach and the way we teach it. We have our share of fossils, of second-raters, of fuddy-duddies at one extreme of the pendulum, of crackpot experimentalists at the other, just as in any other calling. But most school administrators and teachers have seriously studied the problems of education. For several hundred years, and in fact a long time back of that, a good many myriads of teachers, working with a good many millions of children, have established a few basic truths rather solidly, without the possibility of much deviation.

One of these is that the average child does not develop to a point where he can begin to acquire mastery of the mechanics of reading, so that he can begin to do the work of the average first grade in the present-day school system until he has reached the *mental age* of at least six and one-half years. How closely his mental and physical ages coincide at that period, or even how we can determine that factor accurately, is a problem that we have not been able to solve quite to our satisfaction yet.

But how many children are being slipped into the first grades at the ages of five years and eight months, or even five-three or five-two, in the parents' complacent belief that the particular boy or girl in question is a little brighter than the run of the pack! That through some mysterious precociousness Johnny or Jane will be able to do things that the others can't.

Occasionally a few gifted individuals do. But in the case of the average under-age child, he is floundering about in a haze of things which he doesn't understand—hasn't matured enough to comprehend sufficiently. And as the work gets harder and harder, the maze of uncertainty becomes more bewildering. Discouragement begins to set in.

To allow him to advance to the next stage and more futility and floundering is mistaken kindness—and yet the parent will insist by every device at command that this be done. For the child to be kept back another year to repeat the same work already unsuccessfully attempted is almost certain to kill his interest. Yet what to do between the two options of this dilemma into which the parent has forced everyone concerned by his/her insistence on getting the youngster into the classroom before the suitable age has arrived? Either fork at these crossroads is going to present some rather rocky traveling.

The child who is rushed into school or skips grades may get by at the time, but it shows up in his later years—when he is in junior high or senior high, in misadjustment of social contacts, immaturity in some things, overmaturity in others. His brain may be up to those of his pals, but his body isn't. His interests are not the same as theirs—girls, dates, cars, dances, sports.

▼

Let's go back again to Mrs. Nagel. Much of her information about the school and Miss McAndrew and Gracie's comparative standing in the class was gained by gossip over the backyard fence. She learned (from the neighbors' children and their mothers) that Miss Clark's class was much behind the others—that Miss McAndrew's class was a lot in advance of the other grades.

Mrs. Nagel of course didn't consider that all this conversation while hanging out the washing is just mere gossip—that the neighbors with whom she discussed things at length hadn't visited that schoolroom in the first place; that they weren't qualified to judge the classroom work in the second; and even if they had some technical knowledge, they weren't in any position to form critical judgments unless they visited *all* the classrooms of that grade and heard an exhaustive and comprehensive amount of their work. In fact, that's what we pay highly trained supervisors and principals to do.

Then, Mrs. Nagel seemed to feel resentment that though she spent hours in the evening trying to help Gracie at home, it didn't seem to do any good. Didn't they teach the alphabet in school any more? When she tried to teach Gracie the names of the letters, the child was confused, and didn't seem to know anything about them.

▼

Eventually we made Mrs. Nagel understand that later in the year Gracie would learn the names of the letters, but that didn't come till well along toward the last of the first year's work.

We remarked at the outset that Mrs. Nagel is one of those rare specimens, a parent who is disposed to be reasonable, and willing to be shown. With that sort of parent we're willing, and glad, even, to consult, and clear up any misunderstandings. With the aggrieved parent who storms into the office with a chip on the shoulder, ready to make a fuss at the slightest idea of opposition to any demand—well, even principals and teachers have a certain amount of the old Adam — they're human beings, after all.

▼

Mrs. Nagel went home, to talk the matter over with her husband. The principal is, he trusts, reasonable and disposed to be accommodating. So, when he sees Mrs. Nagel coming to the office a second time, two or three days later, he is prepared to change Gracie to another room, if it will make her and her mother any happier. There are several first-grade rooms, and it will mean only a little shifting of routine.

▼

Gracie is to have her new glasses at the end of the week.

And—well, Mrs. Nagel has thought it over. She doesn't want Gracie changed. She'd rather have Gracie stay in Miss McAndrew's room. Miss McAndrew is all right.

"Education for a Free People"

The topic that dominated the Convention of Administrators at San Francisco.

By BELMONT FARLEY

REMEMBERING Pearl Harbor, and defying whatever inconvenience or danger it might portend, the American Association of School Administrators held their 1942 convention in San Francisco, as originally planned. The city proved an excellent setting for a conclave that was to think in terms of education's relationship to the national war effort. A visitor, standing on Telegraph Hill might have seen a slice of steel, its conning tower leaving a white wake behind it as it passed under the Bridge, an incoming convoy of a hundred ships disposing themselves at berths about the Bay.

It was the seventy-second yearly meeting of the superintendents' organization, and its sessions from Saturday, February 2 to the following Thursday, attracted some 12,000 persons, more than half of whom came from outside California.

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As one turned the pages of the 64-page official program and inspected the list of speakers and topics, he saw that one emphasis prevailed. Bishop Bruce Baxter of the Methodist Church opened the convention on Sunday afternoon with a Vesper sermon entitled *Priorities for Educators.* James Marshall, president of the Board of Education, New York City, closing the tenth and final general session with an address on *The Responsibility of the School Board,* declared "the first program for all of us is to win the war." During the week the conventioners listened to messages on such topics as *The Contribution of Education to the Winning of the War, The Over-All Picture for Education in Wartime, Morale Building in Britain, Educational Reconstruction After the War, Education and the War Economy, Wartime Curriculum Changes, The Selective Service and the Schools, The Post-War World.*

While the war theme dominated, it could not be said to have completely blacked-out consideration of the long-time responsibilities of the schools. Even representatives of the military forces urged that objectives of education related to peacetime pursuits not be abandoned nor neglected. Colonel John N. Andrews came from the United States Selective Service System in Washington, D. C., to say that "the greatest care should be exercised to see that there is no lowering of the scholastic standards or of the quality of instruction." Colonel B. W. Venable of the General Staff of the War Department, insisted that "the normal process of education needs little or no adjustment to become valuable to our national effort." Lieutenant Commander Paul Smith of the U.S. Navy, assured the educators "that the Navy does not ask you to change your curriculum or revolutionize your schedule to turn out fighting machines . . . the kind of instruction that is useful to the armed forces is the very kind of instruction that will be of most use to the citizens in the peace-time world that is to follow."

The few changes proposed by military men and educators themselves were primarily shifts in emphasis. The Navy particularly asked for more training in mathematics. Army men urged that high school students be "toughened" in rigorous courses of physical education. The high schools, upon recommendation of the War Department, will not expand the ROTC. Strictly military training for a panzer army is difficult to provide without tanks and planes and the elaborate machinery of modern war with which only the military camp can be properly equipped.

The Educational Policies Commission, in a pre-convention statement, expressed what may be fairly presented as the general attitude of convention speakers and delegates toward the duties of schools in war-time. These duties, which the Commission calls priorities are:

- Training workers for war industries and services.
- Producing goods and services needed for the war.
- Conserving materials by prudent consumption and salvage.
- Helping to raise funds to finance the war.
- Increasing effective man power by correcting educational deficiencies.
- Promoting health and physical efficiency.
- Protecting school children and property against attack.
- Protecting the ideals of democracy against war hazards.
- Teaching the issues, aims, and progress of the war and the peace.
- Sustaining the morale of children and adults.
- Maintaining intelligent loyalty to American democracy.

Among the most frequently discussed means by which the schools may aid in the war effort was the acceleration of pupil progress through the elimination of vacations and holidays. Recommendations that this be done will be carried out in some communities where defense industries are urgently in need of workers, and in some agricultural communities where seasonal occupations make early closing of the school term desirable. It was pointed out, however, that students might need financial assistance for the speed-up, since many now employ week-ends and vacations in earning money to finance their education. Consensus of opinion regarding acceleration was: (1) That little

benefit is derived by the process after the first accelerated class steps into the line of duty toward which its acceleration was pointed; successive classes would thereafter be ready for service only at the normal intervals; (2) That acceleration, except perhaps for some specially selected students, should not curtail the acquisition of fundamental knowledge and skills.

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The topic of the 20th Yearbook of the American Association of School Administrators, *Health in Schools*, was particularly appropriate. The implications of sound health in the crisis were discussed by many speakers. *Health in Schools* was written by a Commission of which John L. Bracken, superintendent of schools, Clayton, Missouri, was chairman. The book was designed for educators, doctors, nurses, supervisors, and parents with an interest in health education. Although the volume points no moral and draws no conclusion, four lines of possible action are implied: (a) More careful attention should be given to a study of the individual and his health needs; (b) The schools, in cooperation with their communities, should develop more effective machinery to eliminate physical and mental defects; (c) Unnecessary tensions and strains harmful to both pupil and teacher health should be eliminated from the schools.

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Emphasis on the Far East, originally planned by President Pillsbury, was perhaps strengthened—not diverted—by the declaration of war. Chih-Tsing Feng, Consul General of China, spoke on *China Today*. He described the tireless struggles and unflinching determination of his own people now ravaged by four years of war. He told how, when the great exodus to the West began, teacher and students went along and rebuilt their schools in caves dug out of the hills. As permanent and enduring as these hills, he said, is the Chinese love of culture. Walter H. Judd, formerly missionary in Japan, described the development of the military machine in that country, taking to task the American people for contributing to its expansion.

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A principal problem on the home front, according to a number of speakers, is the "boom city" affected by the expansion of war industries and military cantonments. In a period of a year, one city has increased in population 100%. Housing facilities and school buildings are so inadequate that defense work is being retarded. Another city which had 5,000 factory workers in 1939 now has 20,000. The increasing employment of mothers has aggravated the difficulties of these areas. Nursery schools are a partial answer to the problem which was proposed by speakers as a joint duty of local, state, and federal governments.

The ever-present problem of financing the normal educational program has been greatly increased by war taxes and rising cost of living. Most of those who discussed this problem pointed to the necessity of financial aid from the federal government. John K. Norton, professor of education, Teachers College, Columbia University, who spoke on *Financial Implications*, called attention to the recent statement of Price Administrator Leon Henderson that "a sharp increase in tax collections is necessary at once if excess national income is to be prevented from becoming an inflationary hazard." Dr. Norton asserted that higher tax revenues for schools would aid in reducing the tremendously augmented national income as an inflationary threat.

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Principal convention honors went to George D. Strayer of Teachers College, Columbia University and Robert A. Millikan of the California Institute of Technology. Dr. Strayer, who is known for his contributions to school administration, was awarded an honorary life membership in the American Association of School Administrators and was presented by S. D. Shankland, on behalf of the organization, with hundreds of appropriately bound letters of tribute written to Dr. Strayer by his colleagues and former students. Dr. Millikan, long recognized as a leading scientist, received the American Education Award, annually presented by the Associated Exhibitors. Among previous recipients of the award were: Albert E. Winship, editor, JOURNAL OF EDUCATION; James W. Crabtree, executive-secretary, National Education Association; Walter J. Damrosch, national teacher of music by radio; Lorado Taft, sculptor; and Jane Addams, founder of Hull House.

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Colorful entertainment was a feature of many sessions. The Associated Exhibitors presented "The Milestone Cavalcade", a spectacular review of the story of America in music, dancing and humor. "Listen, Mr. Speaker," a patriotic revue by and for American youth, was a contribution of the public schools of Oakland. San Francisco pupils and teachers presented "This is My Land," music and drama in which the audience was given glimpses of the Golden West.

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Resolutions pledged full support of the American Association of School Administrators to the nation's all-out war effort.

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Newly elected officers of the American Association of School Administrators are: Homer W. Anderson, St. Louis, Mo., *President*; Charles H. Lake, Cleveland, Ohio, *Second Vice President*; and Worth McClure, Seattle, Wash., *Executive Committee Member*. W. Howard Pillsbury, Schenectady, N.Y., automatically becomes *First Vice President*.

For Liberty: A Liberal Education

By ROBERT S. CLIFTON
Worcester, Massachusetts

The first of two articles.

EDUCATORS as a whole have not recognized the new era of interdependence and the necessity of teaching about it. The economic aspect, for instance, the fact that already no one part of the world can prosper independently of the rest, has not been driven home. Further, in exalting the specialization of learning and leaving the stupendous task of integration up to the immature pupil, we have succeeded in preparing people for jobs but have not helped them gain that general core of knowledge required both for successful personal living and the welfare of the state. Large interests in society have stressed the idea of self interest and the liberties of free enterprise (to the point of excluding the virtues of cooperation) and have caused financial success to be accepted as a mark of superiority. Our common experience has not shown us what education has failed to show —the importance of cooperation as a balancing factor for specialization of all kinds. The recent Roberts report on the Pearl Harbor disaster furnishes us an excellent example of this point. Representatives of the Army and Navy departments did not cooperate because of their inability to see beyond their own specialized fields. Their mutual distrust was exceeded only by their refusal to think in terms of air power!

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Education has mirrored society —in some cases educators have even sought to adjust *people to society*, not influence the latter by improving the former! It is an ominous sign that the majority of people appear to have no means of critical judgment to apply to their own age and so accept with little question contemporary ideas and standards. Only the most inquisitive have been able to break through these boundaries.

In short, our education has actually promoted the blindness, the political symptom of which has been isolationism. The shock of this war, however, has buried political isolationism and is bound to cause many to examine their basic assumptions in other areas besides political thought. The essential fact of world interdependence is being somewhat recognized, yet it is only education at its best that can bring about a really far reaching change. I believe that in the long run one type of education can do this, a widespread liberal education.

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The tragedy is that liberal education is now in danger of being extinguished! From a period where it has been attacked as impractical for not educating men to get jobs, liberal education has come to a point where it is now under fire on all sides and forced to make concessions to the technological demands of war. One answer is to recall that liberal education is not limited to colleges and universities. Our secondary schools are not in as much danger of dislocation; and if a large number of future citizens are to be influenced by liberal education, if we are not to have a division into lords and serfs, it is at this level that we must begin.

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A liberal education is the right of all free people. It is also a necessity, for we cannot afford a stupid citizenry. Each child must have as broad and as deep a liberal training as is possible in his case before turning to some specialized occupation. Today our youth are forced to make important decisions on an inadequate basis, for we educators have criminally denied them a general acquaintance with the best thought and wisdom of our cultural tradition. They are forced to shape their lives on the flimsy straws of prevailing opinion, lacking perspective with which to judge. Many are unaware that philosophy is personal and vital, not merely a stuffy course. They are unaware that there are such things as spiritual and moral truths and hence unable to formulate worthwhile philosophies of their own. In endeavoring to distinguish between the trivial and the significant, they are further handicapped by the two things I have mentioned before, a lack of developed reasoning power and the general attitude of our materialistic society.

A popular radio program, Henry Aldrich, claims to recount the adventures of a typical American boy in a typical American town—but if his school is a typical American high school, may the Lord help us! The teachers depicted are far from inspiring, nor do they seem able to justify to the pupils the subjects they teach. The pupils do not seem to have any desire to be educated, nor does the subject matter they are studying seem to them to have any connection with the rest of their lives. About the whole school is a certain atmosphere, a sort of compulsion to follow through a system, to do assignments and get marks, etc., because that system is set up and "everybody" follows it. Granted this program is a humorous one, still the writers are using prevalent American attitudes towards school as a background for their humor.

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Such attitudes would not be common had we kept from the beginning a curriculum based on the liberal arts and the humanities, the type of curriculum that helped to produce democracy. We have failed to establish faith in and understanding of a common culture. A sequential, correlated curricu-

lum[1] cutting across course and departmental lines would furnish a way to transmit our common culture and to give some perspective on present problems. It would also promote clear thinking. Once again we must deal with the basic problems of life—the problem of evil, morality, man's being and destiny, the nature of the universe and the power behind it. Liberal education would show, for example, that man is potentially more than a clever, job-holding animal able to produce a high standard of living and thus gratify all his immediate desires.

A realization of the essential dignity of the human being, of the true meaning of liberty, of the place reason occupies as a ruling principle in our own culture—all these are the promises liberal education holds forth. Real freedom can be assured only by liberal education, for only minds freed by discipline can protect their other freedoms. Those who learn to love the truth will most certainly be lovers of democracy and champions of the rights of man; they will not need any special courses in patriotism.

It seems to me that in education we are too often trapped by the fallacies of an "either-or" philosophy. Progressive educators, for instance, in rightfully recognizing faults of the established education, neglected to see many of its virtues. Having widespread liberal education would not mean doing away with business and vocational education; "practical" men have their place along with men of ideas, scientific truth along with artistic, moral, and religious truth, specialization along with integration, the principle of self interest along with that of cooperation. Man is both a spiritual and material being, and this "both-and" philosophy is basic in liberal education.

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Americans as a whole have failed to recognize the present crisis as a turning point in the whole long history of men. The liberally educated men who wrote our Constitution and Bill of Rights had vision; they saw their own time in relation to both past and future and had hopes for a world ruled by free men. Aware of the general evolution of man and society, understanding and loving their inheritance, believing in the promise of democracy, they would see our present struggle as a glorious opportunity, a chance for America to become the cultural leader of a new renaissance, spreading over a great world union. If we lack vision, our mental narrowness will restrict our chances; for some lines of advance will be closed. We are already in an extreme social crisis that forshadows momentous changes, changes that only a liberally educated people can meet with confidence.

Our need, then, is for a whole system of effective schools, not just a few. We must educate to cope with our unsolved internal problems, with the letdown that history has shown us follows wars, and with a possible resurgence of isolationism. Above all we must educate for our part in some sort of a cooperative world union that must come if we are to avoid disaster. So no matter who you are, no matter how "sold" you are on your particular ideas of education, take time out now and think the whole question over. You have a unique opportunity to serve your country and all mankind.

[1] I outlined some aspects of such a program in an article in the Sept., 1939, issue of **Education**.

Two Tricks That I Have Tried

By GEORGE W. LYON
Pittsburgh, Pennsylvania

A Quotation Hunt

AFTER the final critical reading of an English classic, the study ended with a "Quotation Hunt." We found this especially suited to Shakespearean plays.

Suppose the class has finished a critical and interpretative reading of "Hamlet," and is now ready for a "Quotation Hunt." Appoint two leaders, one for each side in the manner of the old-fashioned spelling-bee, and let these leaders choose members of the class for each side. The teacher selects the quotations perhaps with the aid of Bartlett's "Familiar Quotations," reading each in turn, and requiring the pupil to tell what character spoke the lines and under what circumstances. If the pupil misses, he is out, and the other side takes the quotation. The last one standing is the winner, as in the spelling match. I always found this to be the best, most exciting and stimulating way of reviewing the high spots in a Shakespearean play.

Making Latin Live

YES, Latin is a dead language, but it can be revived. The beginner encounters so many difficulties in his introduction to Latin that the teacher needs to employ every bit of skill and ingenuity he possesses to arouse interest. The class is divided into two teams with a leader for each. The members of each team are asked to bring into class every scrap of Latin that they can find from any source: Latin legal terms, inscriptions, mottoes from state seals, college and university seals, coins, foreign postage stamps, and the like. The members of the class are given five points for each bit of Latin turned in and correctly translated, and the teams are rated accordingly. There was always a lively element of rivalry between the two teams, and I found from written tests given later that the Latin learned in this way stuck in the mind.

When You Ask for Sample Copies

An Editorial by W. P. King in Kentucky School Journal (Louisville)

IN VIEW of the widespread practice among teachers of requesting publishers to provide gratis sample copies of textbooks and because of the unfortunate effects of this practice, would it not be a wise thing for members of the teaching profession—a profession that prides itself upon its ethical dealings—to give some earnest thought to this problem?

It is easy for a teacher to write a publisher a request for a sample copy. It costs only a little effort and a three-cent stamp. Does it? Have you ever stopped to think of the actual cost of the publisher's compliance with your request? Let's look at the facts, and let's be very frank about it.

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There are approximately 230,000 elementary schools in the United States. Let us assume that in each school there is a teacher of health. If the teachers in one-tenth of the schools were to request sample copies of a health series of six books, the cost to the publisher in complying with the requests (at an average price of $.75 per book), would be more than $100,000 plus postage. And the health course is only one of many courses in the elementary school curriculum.

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Who actually pays that hundred thousand dollars ? When you buy a highly advertised car, does the manufacturer pay for the advertising or do you? Advertising is like an indirect tax, and your knowledge of economics tells you that indirect taxes are always passed on to the consumer. You or the schools pay that extra $100,000. That is, the publisher when he prices his books must take into consideration the cost of sample copies. So that when you ask for a sample copy, you are making it necessary for the publisher to put a higher price on textbooks. That is neither good economy nor good sense.

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What of the effect on your pupils? The school budget is limited. The extra cost of textbooks, made inevitable by sampling, means that pupils will be deprived of tools that are essential to their educational progress. Doubtless you, yourself, recognize the need for additional or more effective equipment in your class. You could do a better job if you could get that equipment. Why can't you get that equipment? Because the school budget will not permit it. Why not? Partly because of your request for sample copies. The practice of indiscriminate requests for sample textbooks is neither economical nor good sense either for the teacher, for the school, for the pupil, or for the publisher.

Is it ethical? Of course, if you get a free textbook at the expense of the school, of the pupil, and of the taxpayers, it cannot be ethical. But what of its ethics from the purely personal point of view? Very properly we condemn graft in our public officials. We should therefore exercise care to see that we are not ourselves guilty of that which we condemn in others. When you write your request for a sample book, you know exactly why the publisher may grant your request. In other words, there is implied in your letter of request a contract with the publisher to actually consider the book for adoption. If you do not do so you have broken your contract—and your word.

Now having discussed very frankly the effects of this practice what can we say as to the solution? We might suggest that all publishers refuse to give complimentary copies. Then the practice would have to disappear. This, however, would not solve the problem for there is a perfectly legitimate side to the practice of asking for examination copies. Publishers are quite willing to submit samples when there is an adoption under consideration. It is difficult, if not impossible, for publishers to distinguish between the legitimate request and the abuse of the practice. Publishers are engaged in a highly competitive business and they cannot afford to refuse to comply with legitimate requests for examination copies. From the publisher's point of view, therefore, there is but one way for him to deal with the problem and that is to place a higher price on the book that he would otherwise do.

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We might suggest that publishers give no sample copies unless the request is approved by the principal or the superintendent. That would make more work for the superintendent and wouldn't tend to improve the morale of the teacher. It would, it seems to us, make him feel somewhat inferior.

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There is a solution though, which should work and will, if teachers are conscientious in their consideration of what has grown to be a serious problem. The burden of responsibility should rest upon the individual, since in all fairness, justice, good sense and honesty, every teacher knows whether his request for a sample copy of a textbook is a legitimate one. If he intends to examine the book with a view to considering it for adoption as a class text he has a perfect right to request an examination copy. If, however, as is often the case, the teacher simply asks for

the book to add to his reference list or to increase his library the request is not legitimate. Too often we have heard of cases of teachers, and even school executives, who have disposed of their sample books to jobbers. There are jobbers who make a practice of going through the country visiting schools and buying up sample copies. If a teacher would bear in mind that every time he sells a copy he is cheating the publisher out of a sale and the author out of his royalty, and thereby lessening the publisher's ability to serve the cause of education, he would think twice before asking for unnecessary samples and before selling to a dealer even samples secured legitimately.

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We hope that we have presented this problem in its true light. We urge each teacher who reads this editorial to give the question most earnest consideration.

I Attended an Education Workshop

FRANCIS ROY COPPER
Northern Michigan College of Education
Marquette

HAVING the past summer off at the Northern Michigan College of Education, I, with several of my colleagues, attended a four-week Education Workshop held in the Tappan school, Ann Arbor, Michigan, July 7 to August 1, 1941, with Dr. Edgar G. Johnston, of the University of Michigan, as Director and Dr. Harvey L. Turner, Coordinator of the Michigan Cooperative Teacher Education Study, as Associate Director, assisted by an able corps of leading educators of the country, all of whom were specialists in their particular fields. This workshop was sponsored by the School of Education of the University of Michigan, the Commission on Teacher Education and the Michigan Cooperative Teacher Education Study and carried four hours' credit in the University of Michigan.

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Since space does not permit my giving anything like a complete account of this enterprise, I will touch briefly upon only a few of the features that seem significant to me. This workshop was unusual in that only problems of teacher education were considered and only people with professional responsibility for teacher education were admitted. There were 101 of us in attendance, composed of college teachers, supervising teachers, superintendents, principals, county commissioners, and elementary teachers. For the first day or two we were grouped as to whether we were primarily interested in pre-service or in in-service teacher problems. However, very soon a number of general areas of interests emerged, such as Social Studies, General Education, Student Teaching, Evaluation, Public Relations, Child Development, Guidance, Science, Induction of New Teachers and the Improvement of Reading. We were then re-grouped according to our interests in the above areas, where we worked during the remainder of the term under the general direction of able consultants. Group meetings were held in the mornings, three, four or five times a week, depending upon what seemed to serve the needs best. At these meetings the consultant was in charge and might lead off with a few remarks or a short talk to give direction to the work. This might be followed by individual or group reports on the progress of some problem, or by a general discussion pertinent to the matter under consideration. On these occasions the members assumed a very free and easy attitude, usually sitting around in a semicircle. The classes were small enough so that the study could be carried on in a very informal way, with much flexibility of procedure. Again, the period might be used by a guest speaker who had done something outstanding in his field of education.

Every member came with a problem more or less definitely formulated in his own mind, which often became clearer and took on a wider aspect as time went on. It was soon discovered that there was so much in common in the various individual studies that they could easily be merged into larger units upon which a group could work advantageously. Those interested in Evaluation evolved an ideal type of problem that one should select. It should be one that would definitely improve his work and that of the institution with which he is associated and be wide enough to challenge his best efforts and yet narrow enough that considerable progress could be made on it. It should have broad educational implications and foster personal and professional growth.

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Some of the concepts emphasized by the Child Development group were that: "Education is doing better the things we need to do"; "the democratic way of life is the best way"; "all children have potentialities for growth that should be developed to the fullest extent"; and "the child should be thoroughly understood, appreciated and guided".

I liked the thought that those interested in Guidance presented to the effect that "an essential characteristic of a democratic society lies in the responsibility that each individual feels for the group"; and further, that "education in a democracy must provide for every man, woman, and child

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the means for the fullest possible development of his talents".

Those of the Social Studies division stated some very valuable ideas in an effective way, a few of which follow: "We have a special obligation to understand thoroughly the implications of the present world crisis"; "we must strive to drive home a thorough understanding of 'duty' and 'responsibility' in a democratic society". They believed that the schools should encourage the students to achieve a well-rounded philosophy of living, based upon the realization that life is not built upon cold logic alone, but upon feeling and emotion as well.

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In order that the academic aspect should not become too predominant, an informal program of arts and crafts, social and recreational activities was offered. The arts and crafts met in the shops each afternoon from 1:30 to 3:00. Here persons could pursue, creatively, activities that held avocational interests for them. They might engage, under competent supervision, in woodwork, metal work, chair caning, clay modeling, pottery making, photography, weaving, painting, etc. For recreation they might participate in horseshoe pitching, shuffle board playing, baseball, hiking, ping-pong, golf, and swimming.

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A very delightful feature of our social life was that we all had our noon lunch together, cafeteria style, where announcements were made, group singing carried on, and guest speakers heard. An orchestra and chorus, composed of members of the workshop, added greatly to our enjoyment. On Thursday afternoons at four o'clock we came together for an informal tea in the lounge room of the building. An occasional picnic supper and an excursion to places of outstanding interest also contributed much to our pleasure.

One of the pleasant variations of the program was a panel discussion carried on by six selected students from the Ann Arbor high schools on the subject "What I Like and Dislike in Teachers." Their frank expressions of their reactions proved to be quite illuminating and indicated that students are very observant, fair minded, and not easily deceived. Another panel discussion, which was very interesting and inspiring, was participated in by a few persons chosen from the workship, the consultants, and visiting professors on the topic "What Part the Schools Should Play in a Democracy in a World at War." The consensus of opinion was that they should not shirk their duty but should make positive contributions by teaching in a functional manner the democratic way of life.

One of the questions which I have been frequently asked is "What was your impression of the workshop?" I always replied that

it was very favorable. I liked it because it was more informal than the conventional type of school as there was no definite course of study to follow. While we all worked hard, there was not that feeling that we would be held to strict accountability since there were no quizzes and no examinations. It gave a person an opportunity to observe and experience good democratic practice on a high plane. It enabled him to widen his circle of friends and acquaintances and to cooperate with others in thinking seriously as to how the schools can better serve the boys and girls of our land. I enjoyed the fine spirit of comraderie that prevailed among the members and the consultants alike. I liked it because it worked so beautifully and effectively; because one carried away something more than mere facts, something which he could feel beyond that which he could set down in black and white. Most of the members must have thought as highly of the workshop as I did for so many expressed the hope that a similar one would be held in 1942 which would be six weeks in duration.

The Perfect Teacher

HENRY M. PRENTISS
Chairman of Academic Board
Valley Forge Military Academy
Pennsylvania

"A teacher is something of an adventurer in a brave world." He must expect the unexpected.

TEACHERS are faced by challenge and gifted with opportunity; fortunate individuals who should be envied! Responsibility tempers the glow of enthusiasm while there is no substitute for hard work. Teachers are made as well as born.

Included in the specifications whereby the perfect teacher is designed, one notes imagination coupled with judgment. The military maxim, "strategy is the application of common sense to the problem in view", is a necessity in the tool kit. Remember that the classroom may stand for shining victory or dark defeat. The instructor's area must be free of prejudice and surely endowed with a hospitable climate.

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Youth is a world in miniature; bounded on the north by a thin substance called a skull bone; on the south by twin bits of shoe leather, and on the east and west by the outstretched fingertips of expectation and hope. The situation is not only geographical; it is very personal. The bad boy is scarce; the unorganized lad is on every teacher's roster. Saint Augustine wrote that sin is energy in the wrong channel; pedagogy would do well to take that comment to heart!

A teacher is something of an adventurer in a brave world. Invisible, untried capacities stand before the capable, understanding instructor. So much of each group is *not* adult and is *not* rich in experience. The traffic motto is applicable, "expect the unexpected"! To every pupil in accordance with his need and from every pupil in ratio to his capacity! The wise tutor feels dynamic urges, and by projecting himself into the situation of the student, eliminates misunderstanding. He is tolerant of original error; he is intolerant of repeated mistakes.

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Sarcasm must never sour admonition or reprimand. The true teacher maintains a deep respect for credal groups. Grudges suffer eviction before they take root. Mental doors are well oiled. The program envisages education as the play and interplay of fine influences upon the life of the scholar. As the ideal of the class, an instructor incarnates the dreams of his pupils. Academic bourbonism that never learns and never forgets is in exile.

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Successful leaders of youth include in their bags of tricks the art of a workable philosophy. Humor is invaluable; a dash of optimism, mingled with innate courtesy, is needed; an abiding faith in democratic values at all times. Doctor Harnack once said that the value of a great teacher lies in the fact that he increases the value of all men. Complete control of every person and happening is the responsibility of the teacher.

In the gray quadrangle of one of the great public schools of England, whence lads emerge to become leaders, a wise integration of values exists. Arithmetic is taught by daily accuracy; geography by breadth of mind and wide sympathy; history by an understanding of human values, and sportsmanship by conquest of one's self. No subject is devoid of possible dramatization. Making a topic, book or problem pulsate with life and power *is education*. The wise pedagogue embodies everything that he teaches. His "come" is stronger than his "go" because he wishes his pupils to be where he is.

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Classroom procedure means the solution of all problems confronting the teacher and the taught. The handling of youth is just as much a problem as the solution of the mathematics. Each appearance in the recitation period is a chance for the student to score, and an opportunity for the teacher to imprint. In short, the teacher is guide, counsellor and prophet to this growing generation, upholding the arm of democracy and keeping in trust the keys to the citadel of freedom.

Out in APRIL

For the health & fitness program of America's high-school physical-education classes:

TEACHING ATHLETIC SKILLS

By Henry C. Craine

Here is the book that high-school physical-education instructors have needed for years as an aid in developing a purposeful program of teaching athletic skills to classes large or small, in cramped or unlimited space. No more endless searching for meager references to skills games—no more over-reliance on calisthenics or monotonous drill—no more pointless "horsing" games in gym! Here are 215 tested, effective skills games, with charts, covering 6 chief sports that adolescents like, and 2 sports that they will carry through adulthood. In addition to the 8 chapters of coordinated skills games in Part II of the book, there are 7 chapters in Part I that deal with the organization of this modern program in accordance with best current educational principles.

Part I
The Skills Program

The 7 chapters in Part I present the modern philosophy of physical education, explain and solve the problems that confront the instructor in developing a program of teaching athletic skills, apply the basic principles of education to the problems of teaching athletic skills, develop techniques for the teaching of the skills, and deal with the organization of the program. Writing out of experience, the author shows how such a plan increases pupil enthusiasm for the physical-education period, and how play in competitive athletic skills games improves every pupil's ability and interest in the actual sports.

Part II
215 Skills Games

Each of the 8 chapters in Part II deals with one athletic sport, and offers on the average 27 competitive skills activities, in which mastery of each of the skills of the whole game can be taught as an interesting game in itself. These chapters cover soccer, touch football, basketball, volleyball, softball, and track and field; also the two games most likely to be carried into adulthood, golf and tennis. Each skills chapter is divided into introductory games, relays and simple contests, games, and skills checks. And there are numerous suggestions on improvising, constructing, and obtaining equipment where the budget is limited. Prepare for an improved wartime physical-education program by ordering a copy today on 10-day approval!

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Absence Without Loss of Pay

By ORVETTA WESTON and MAUDE WILLIAMS
Senior High School
Greenville, South Carolina

FOR the past year the teachers of the Greenville (South Carolina) City Schools have had in operation a plan for the continuation of their salaries in the event of absence from school because of personal illness. This plan has been of such benefit and is so satisfactory that it was felt that others might profit by a report on the work.

▼

In September, 1939, four teachers met informally to discuss means of improving the existing system of sick leave and health and accident insurance. The plan then used was that the teacher received her regular salary, from which she paid the substitute a fixed amount stipulated by the Board of Trustees. In the case of an illness exceeding twenty consecutive days, the teacher was dropped from the pay roll until her return to work.

The commercial plan of health and accident insurance then used cost each teacher $17.40 annually and provided $15.00 per week for illness beginning the eighth day. As this benefit was not retroactive, no provision was made for the first week's illness or for non-consecutive days. The committee thus felt the benefits derived were small in comparison with the cost of the insurance, and that a non-profit plan set up and administered by the teachers would be more satisfactory. After much discussion, the problem was placed before the Administration, which heartily endorsed the committee's ideas. It was suggested that various plans be studied and that the matter be presented in a more definite form to the Administration and Board of Trustees.

▼

After further study and deliberation, it was decided (1) to send a questionnaire to all teachers of the City Schools to determine the number of days lost because of personal illness and accident over the previous three years; (2) to send a questionnaire to the larger schools in South Carolina to ascertain their methods of sick leave; and (3) to study the various teachers' mutual plans in operation.

The results of the questionnaire to the teachers showed that the average annual cost to the Board over the three-year period for five days' sick leave would have been $2.93 per teacher. The average annual cost over the same period for providing sick leave beyond the first five days would have been $2.53 per teacher.

The survey of thirteen school systems, including our own, disclosed the following information:

No. of Schools	*Report*
1	No information received
1	Sick leave at discretion of superintendent
1	2/3 of the substitute's pay, up to three months, with the teacher supplementing the remaining third.
2	No provision, other than that the teacher was allowed to retain the remainder of her salary after the substitute had been paid.
8	At least five days' sick leave without expense to the teacher.

The result of the surveys having proved that five days' sick leave could be provided by the Board at very little cost, and that most other schools were already making such provisions, our Board willingly consented to contribute $500.00 to be used as a nucleus for a sick leave fund.

▼

With the information from the surveys in hand, the group decided to ask for a representative from each school in the system in order that the plans devised as a result of these studies would be adequate to meet the needs of all white employees of City Schools. These representatives merged with the original group, forming a Teachers' Welfare Committee, the purpose of which was to study this problem and others of a similar nature. The chairman appointed a sub-committee to draw up a contract, which was to be submitted to the Welfare Committee for discussion and revision.

▼

The contract, submitted as a report of the sub-committee was adopted and the Teachers' Mutual Benefit Society of the Greenville City Schools was formed. Membership in the Society is extended to all white persons employed by the Board. The cost of membership to the 200-odd members is $3.00 each, which is deducted from the September salary. If this sum proves inadequate, additional assessments of one-tenth of the monthly salary may be deducted. Last year it was necessary to make one assessment because of the unusual number of illnesses due to an influenza epidemic.

The contract provides for an Executive Committee which is composed of five members, representing the Administration and the various schools. The Committee passes on all claims, audits the records, and makes an annual report to the Society.

In the event that any member questions the decision of the Executive Committee in regard to her claim, she has the right to appeal to the Society, which decides by majority vote whether or not her claim is valid. The Executive Committee also elects a treasurer, who

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The benefits provided by the plan are extensive. No member receives any money, but her substitute is paid by the Society, upon the member's affidavit of her disability. Payment begins with the *first day's illness*, and all absences due to personal illness are provided for, whether consecutive or not. Payment for illness terminates with the teacher's return to work, and no limit is set on the length of illness, except the termination of the school year. Thus, while the Society pays nothing for non-school days, the teacher is protected for the entire school year. This phase of our plan is felt by some to be too generous, as we have no sinking fund to provide for emergencies such as an illness lasting the full year, or prolonged illnesses on the part of several members. The law of averages, however, proves that such cases are rare, and since it was the nearly unanimous will of the group to make this provision, the Society takes this risk. A further criticism of the plan is that teachers will abuse the privilege of one day's absence, thereby defeating the whole plan. To this, the only answer that can be made is that the success of this plan depends on the integrity of the teachers who support and profit by it. Since all teachers are required by the Board of Trustees to have an annual physical examination, and since the Society reserves the right to refuse membership to anyone who is considered a poor risk, the possible loss to the Society because of serious chronic illnesses is reduced to a minimum.

Although the plan has been in operation only one year, it is very popular with the teachers. Its success or failure cannot be determined by one year's record, but since the contract may be changed from year to year by the will of the majority, we feel that undesirable features can be eliminated and favorable ones incorporated. Because of this flexibility, we believe that our mutual salary continuation plan will prove highly satisfactory.

▼

CHART

Members of Teachers' Mutual Benefit Society Requiring Requiring Service

September 9, 1940 - May 30, 1941

Frequency of Members	Number of Days Substitute was Employed
104	0
11	1
9	2
14	3
12	4
1	4½
10	5
1	5½
7	6
8	7
1	8
2	9
2	10
1	11
1	25
1	41
1	42

Teaching from Environment

By LAURENCE O. THOMPSON
Superintendent of Schools
Keene, New Hampshire

SEVERAL years ago a committee of teachers, whose responsibility it was to lead the discussion in a meeting, was assigned the topic "Teaching from Environment." A few days before the scheduled date the committee descended upon the office of the superintendent and there ensued a feverish search through the professional library. When they could find no book to which an obliging author had assigned the title of their discussion, the teachers scanned the index of each book in the collection, without success. They then appealed to the superintendent for a new topic, stating that no material was available from which they could draw information on the subject assigned.

▼

This situation could probably be duplicated with many groups of teachers who have had no special training or no personal interest in matters implied in "Teaching from Environment." In the first place too many of us are confused when faced with a problem, the solution of which calls for a personal philosophy. The teachers referred to could confidently go to a reference and read, digest, and assimilate the opinions of another. Such a made-to-order philosophy is easy to acquire and coincides with the life-long custom of the teacher who worships the text-book as the fount of all knowledge.

A second cause of this attitude may be that "most (of us) have had little training in science. The courses we have had in high school and college have not, as a rule, been of a nature to acquaint us with elementary science materials." It is probable that if the topic assigned meant anything at all to the teachers it implied something about science or nature study, and that they considered a business for specialists. Their science background was a confused jumble of such vaguenesses as Boyle's Law and valence rampant on a background of Wheatstone Bridges and calorimeters. No wonder they were stampeded into asking for a new deal.

▼

A complete discussion of "Teaching from Environment" should include the utilization of many different phases of the locality, many of them unrelated to science. Any teacher can find many local shrines which have been made sacred to the people of the community, state, or nation because they commemorate an event in history, or because they are associated with one who has made unusual contribution to the welfare, happiness or wisdom of his fellow men. If I were a teacher in or near Ossipee, New Hampshire, for example, I should take my pupils to the little school house which is said to occupy the site of the school immortalized by Whittier in the poem which begins, "Still sits the school house by the road." If I taught near the Franconia Notch I should go with my children to the shore of the little lake whence can be seen the awe-inspiring Great Stone Face, and there read again with them Hawthorne's beautiful story, and repeat the words of Daniel Webster to the effect that in this place God Almighty has hung out a sign to tell those who pass that here He makes men. Every teacher should search out all the sites in the neighborhood which commemorate Indian battles, locations of settlers' homes, and other places linked by record or tradition with local history, and utilize them to help in teaching children pride in the accomplishments of their fathers, and appreciation for the civilization that is their heritage.

▼

This field, however, is a limited one. Such land-marks are wide spread and only a few are convenient of access to any one school. There are, however, fields of teaching, material for which can be found anywhere in abundance. To those who would find these fields, I would say:

"You do not need to travel far, for they begin just outside your school house door. You need not be a scientist or a naturalist to use them and enjoy them. Burroughs, Thoreau, Edison and many others started with less formal training than you have, yet their contributions to man's knowledge were great, and enduring.

"You may say that if you knew how to make a start you would feel more confidence. The answer is: do not wait to develop an approach, just go. Take the children out into the playground and with them look for something interesting. You may see where last night's rain has carved a miniature canyon in a clay bank. Here you can find the path of main and tributary streams, you may locate deltas and alluvial fans. You may not know such formations by these names, but a study of elementary and simple science texts will enlarge your vocabulary and your understanding.

"You will look for differences of many kinds, differences in soils, in grasses, in weeds, in leaves, in butterflies, in pebbles. You will see and hear birds, some familiar, some strangers to you. You will see the clouds in the sky, feel the strength of the wind, and hear its music in the trees. You and your

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▼

"I like to feel that, as a result of your teaching, children may learn to enjoy the sight of a deer crossing the road, and not wish to kill; to love the sweep of a mountainside clothed with forests, and not envision board feet, and heaps of decaying brush and sawdust; to appreciate the purity of the mountain stream, and to detest the pollution which has defiled so many of our rivers. Three hundred years of the white man's civilization on this continent have seen the passing of the bison, the heath hen, the passenger pigeon; they have seen three-fourths of our forests destroyed; they have seen our soil drained of its fertility, our mineral resources wasted, our streams dried up. A nation which has learned appreciation of scenic beauty, of wild things, of the bounty of nature, will not permit these things to continue. Such appreciation can, I believe, be taught in our schools.

▼

"This I also believe: if you would teach appreciation, you must have appreciation. Those things which you feel, will be felt by your children. There is an old saying: 'Bow low down to the earth, and it shall teach you.' Go out with your children and let the earth teach you. Learn with them and from them. Greater teachers than you have done likewise, and with profit."

Money spent for the education of our children is not spent—it is saved for the future.—Walter Winchell.

▼

We have been compelled to reject over 50 per cent of the individuals who have been called up for examination so far—150,000 of them because they have not reached the fourth-grade educational level.—Lewis B. Hershey, Brig.-Gen. and U. S. Director of Selective Service.

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

Dress

ARE you the fashion plate of the community? Do you introduce all the new ideas? Are all the extreme styles modeled by you first? Is your make-up the most startling in the whole town? If your answer is yes to *all* these questions, perhaps you'd better search your thinking to see whether externals quite overshadow essences. Maybe you'll find yourself in the wrong profession. For surely the real merits in the field of education are much more likely to be intangible than apparent.

Don't misunderstand me. Look attractive and be attractive. That's part of your stock in trade, but do measure the interest you have in personal adornment, so that you may rightly know whether you should be a model of fashion or a molder of human stuff.

Teach Worth of Minutes

Have you ever had a class that expected to waste several minutes assembling and several more packing up to leave? It's your fault if these youngsters fail to learn to invest time fully. You'll find that only a small percentage of the class straggle in late. Perhaps you need to step on their intellectual heels to hurry them on.

In the same category is the youngster who sees no need for investing those ten minutes that are to elapse before some extracurricular activity takes place. Get the reputation of being a teacher who expects to work and to have his class work throughout the time that they are together, be it much or little. There is an honest respect down deep in everybody's heart for the chap who gives his job its full sixty-minute hour. Of course, some may scoff openly, but be sure that they respect inwardly. Isn't this tendency to clip from the hour a wee bit of its full value one of the unfortunate elements of our generation.

Cooperate

The mother of a six-year-old daughter the other day complained that her child was dismissed from school at such odd hours from day to day that it was difficult for her to plan an afternoon so that mother could be sure of being at home when daughter arrived. This seems to be a legitimate complaint that should never have been permitted to exist. Surely that school was sufficiently well organized that somebody knew when Nancy would leave the building on Monday or Tuesday or any other day. The school expects co-operation from parents; it should cooperate with parents on their own ground.

World Moving

You entered the profession with the fine ideal of making the world a finer place than it has been. That aim is high and well worth preserving, but by this time you have measured your influence a little more practically and see your job in proper perspective. You will not be granted the privilege of reforming the entire world. All you can do—all any of us can do—is to do well the little part of the world's work we have been appointed to do. If that little seems too minute, then we must look around for larger opportunities on which to exercise our talents. Don't let yourself feel that your little job is insignificant. "All labor ranks the same with God."

Gossip

There is no more pernicious evil in the world than gossip. Those juicy morsels that fall from infant lips, or are pried out by unscrupulous school teachers—and is there anything more despicable than the teacher who "pumps" her youngsters?—make excellent provender for bridge clubs, boarding house tables, tete-a-tete friendships and such. Even the clever little things that pupils say or do are amusing to relate, but measure all this before you speak. Repeated they may cause suffering and embarrassment. Most of us say or do silly things on occasion that we would be glad to have unwitnessed unless by those with sealed lips. If adults feel like that, adolescents must feel even more averse to indiscriminate comment. Think twice before you repeat.

Teacher's Part In Democracy

A heavy responsibility rests upon the schools—it is the duty of every teacher to give his students careful training in thinking and planning cooperatively. In discussions all children should be encouraged to talk, all ideas should be respected and a conclusion satisfactory to the majority drawn. In this connection it cannot be over-stressed that decisions reached by the group command total loyalty. Such teaching is elemental to democracy.

And mark this—every activity peculiar to any room is subject to discussion, but not necessarily to change. The guiding hand of the teacher is all important: he must direct the thinking, see that all sides are adequately presented and that perspective is maintained. For instance, in evaluating the course of study the teacher's duty is to explain that it was determined by adults who have more experience than children and that law decrees that the accepted course be followed until legally changed. Respect for the conclusions of properly constituted groups is a cornerstone—and a very essential one—of a free society.

Democracy makes living a cooperative project—it frees the spirit of man—it must succeed but that success is conditioned continually by our skill as teachers.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Supervision Is Not Sacred

Several years ago Dr. George D. Strayer startled the educational profession by stating that supervisors attain more valuable results when working with the better teachers than when working with the poorer teachers. Up to that time it had been generally accepted that the efforts of supervisors should be directed almost exclusively to improving the work of the poorer teachers. Today it is axiomatic among well-posted and competent educators that the better the teacher the more valuable the results of supervision.

Supervision has been greatly improved as a result of intelligent and constructive criticism by teachers. Supervision has made many mistakes but no one has been more ready to accept valid criticism and thereby to improve practice than the competent supervisor. Supervision is a cooperative undertaking and is always so recognized by good supervisors and good teachers.

On the other hand supervision always has been hampered by well intentioned but ignorant and nonconstructive criticism from the poorer teachers.

One of the chief criticisms of supervisory procedure is the criticism of the use of tests and measurements. A valid criticism in this connection is that many tests have been given and no definite use made of the test results. This criticism when justified by the facts in the situation is a worthwhile, constructive criticism.

In our own school system there has been a high degree of cooperation between the teachers and the supervisors. But there has been some unfortunate criticism, from a few teachers, concerning the testing programs of our supervisors. The criticism I refer to is not criticism voiced to the supervisors, the principals or the superintendent which would come under the head of constructive criticism. It is criticism voiced to other teachers and in a few instances to parents.

A few cases that have come to my attention are clearly based on a lack of knowledge of tests and testing procedure. One such criticism was that the supervisor in giving a test question that the pupil didn't understand, had declined to amplify or explain. The test was one that measures several phases of reading ability, as many of them do, such as speed, understanding and ability to follow directions. Anyone trained in the rudiments of testing would know that to answer a pupil's questions concerning the test would invalidate the test results. Certainly enough explanations of testing procedures have been given in Perth Amboy so that any of our teachers ought to know that much about testing. But to a parent who has had no training in the technic of educational testing the refusal of a supervisor to answer a pupil's question would seem inexcusable, and especially so when the refusal was criticized by a teacher.

There has been some teacher criticism of the diagnostic testing program. Experts in testing and teaching know that diagnostic testing is one of the most effective means of improving educational outcomes for pupils. Our Perth Amboy teachers have greatly improved the work of the pupils through remedial procedures after diagnoses of pupil difficulties.

Criticism is a very important factor in the improvement of teaching and supervision. It should be encouraged but it should be based on knowledge.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Incentive

Motivation is the mainspring of achievement. One can do almost anything if the desire is strong enough. World's champions in all sports have reached the pinnacle of fame not so much because of innate superiority but because they paid the price in endless hours of hard, monotonous, systematic work.

Most of us could be expert horse shoe pitchers, billiard players, pianists, tight wire artists, golfers or actors if we would spend four or five hours each day in thoughtful, constructive practice. But we do not have the will to exert ourselves—the cause for effort is missing. Hence, we sit on the bleachers and worship people who excel. Pre-eminence is not so much genius as it is will to succeed—that drive which knows no end.

In teaching, our first problem is to create a desire on the part of each child to master his English, reading and other work. Desire not only predicates but guarantees high achievement.

Outstanding factors in motivation are: making the work interesting, making it meaningful, making it seem vital and relating it to the experiences of the child. For instance, in dealing with some of the restless characters in Macbeth one might draw an analogy between them and the house wife who worries half the day whether to have steak or liver for dinner—and after having decided to have liver, worries the remainder of the

day for fear of having made the wrong choice.

Too much school work is a conglomeration of nothing. Make teaching realistic, make it vital, create the will to learn and the child will do the rest.

▼

The School's Part in Defense

What can the schools do for defense? To answer that we need to ask, what defense demands of the individual? That is a challenge not only to the student but to you, me and everyone connected with the educational program.

▼

(1) Defense requires health—good eyes, ears, teeth, organs and strong bodies. Teachers must create an interest in sound physique, and understanding of health principles, a passion for physical fitness, but in so doing they must be careful not to undermine future stamina through over-emphasis on track, football and basketball. Physical education fails unless it creates a functional desire on the part of each student to be strong and perfect, and at the same time guards him from the potential evils of competitive sports.

▼

(2) Defense, in peace as well as war, demands character—it requires that each individual be resourceful, honest, dependable, Christian—it requires that blue prints, plans, reports, pay rolls, records, machinery, apparatus, equipment and all other items be handled by people whose honor is unimpeachable. There is no place on defense for littleness and crookedness.

▼

(3) The academic subjects are important. People working on defense—or any place for that matter—can contribute more if they are able to read fluently, calculate accurately, interpret maps and express themselves forcefully and clearly. Total safety requires a greater emphasis all along the line on mathematics, science, reading, mechanics, accuracy in thought and expression—and perchance politics. Schools should be open every evening for adult training in all fields including leisure activities. It is important to keep the mind, body and soul in tune.

Education is America's first line of defense—it's our national bulwark—it's our guarantee. Keep the schools clean, Christian, free from foreign meddling and propaganda and they will lay the foundation for an impregnable defense—military, economic, political, social.

▼

Here's to American education—the world's best—and always improving!

All in the Day's Work

EVERETT V. PERKINS
Principal, Cony High School
Augusta, Maine

Glad to Cooperate But—

Our building is certainly proving useful in providing accommodations for defense projects. People taking air raid warden courses, groups studying first aid, women and many others flock to our school rooms afternoons and evenings. We are glad that the school can be used for these essential activities. We hope, however, that the city government will put through a special appropriation to cover expense of light and heat. It is unfair for money voted for the support of schools to be diverted to any other purpose, no matter how worthy.

▼

Teacher in the Wrong

A boy came to me and said that one of our men teachers had criticised him most unfairly before the class. "Go to him at recess and tell him so," I told the student. "You must learn to stand up for your own rights. Come back and let me know how you come out."

The man is one of our most estimable teachers and I knew that he would handle the situation wisely.

When the boy came to report his interview he was all smiles. "Why, he said, "the man apologized."

I was proud of the fact that a teacher of ours was willing to offer apology to a student whom he had wronged.

▼

He Needed a Jolt

"I would let him fail," I said to the mother of one of our senior boys. "He could perhaps graduate if teachers gave him much extra time and you stood over him during his home study. He might be pulled through by the skin of his teeth. But, although he is bright and healthy, he is lazy and indifferent. For him to flunk out and come back next year to finish his course would be a natural consequence of his slackness. In the end I think it would do him good." Strange to say, the mother agreed with me.

In my opinion it is a very bad thing for a bright student just to get by. Even though through pressure on the part of teachers and parents he gets enough credits for a diploma, his accomplishment is meager, his record is poor, and he has developed no helpful habits of concentration and perseverance. All he has done is to save his face.

When boys and girls slide along indifferently on the verge of failure, they need a jolt. Indulgent parents and teachers who seek to save them from it often do them a disservice.

The News Digest
OF EDUCATION IN ACTION

Pupils for Speed-up To Aid War Effort

EVANSTON, ILL.—Almost half of the nation's high school students are willing to speed their college education —even to forego summer vacations— to cooperate in America's war effort.

This conclusion was reported at Northwestern University on the basis of a nationwide survey among 9,354 high school pupils. The cross section of opinion was taken mainly among seniors in both rural and urban areas, and was regarded by university spokesmen as a definite indication of the attitudes toward educational speed-ups held by the approximately 1,000,000 forthcoming June high school graduates.

Fifty per cent of the boys and 45 percent of the girls favored accelerated college programs. It was indicated many boys voted against speed-ups only because they felt they must work during summer vacations.

Youth Responding To School Program

INDIANA, PA.—Student response to a constructive emergency program at the Pennsylvania State Teachers College has been gratifying to the administration and faculty, according to an announcement made by President Leroy A. King.

Courses designed to provide practical training for war work have proved extremely popular. In standard courses, like algebra, trigonometry, chemistry and physics, enrollment has doubled and tripled; in newer courses like radio, nutrition and child care, it is unexpectedly high. Whereas in the Fall only forty students elected the credit-carrying work in first-aid, now in the second semester 600 are enrolled in sixteen sections.

Students have made suggestions as to which activities and organizations of an "unessential" nature should be abandoned for the duration, and have offered ideas for methods to conserve light, heat, food and materials.

NO "OFFICIAL" PLEDGE OR SALUTE TO FLAG, SCHOOLMAN DISCOVERS

KANSAS CITY, MO.—There is no "official" flag salute and no "official" pledge to the flag in this country, J. G. Bryan, director of secondary education in the public schools here, recently discovered.

Bryan observed that in the public school system here there were several versions of the pledge to the flag and several different methods of saluting the flag.

So he wrote to Washington officials, asking them for the "official pledge and salute."

A reply, from the U. S. office of education, gaves the following as the pledge to the flag as adopted at a national flag conference in 1924, but acknowledged that there were several variations in wide use:

"I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, indivisible, with liberty and justice for all."

The office of education also said that most schools were now using the military salute, but also acknowledged the use of two other salutes: the right arm extended towards the flag, and the right hand over the heart.

The Federation of Women's clubs in 1928 adopted the following rule for saluting the flag during the pledge:

"Stand erect, facing the flag, with the right hand placed over the heart. When the word 'flag' is reached in the pledge, extend the right hand forward palm upward with thumb and fingers together. Hold this position until the pledge is completed, then drop the arm to the side."

Bryan said there was some objection to this form because of similarity to the Nazi salute.

Newton Bars Slacks for Girls

NEWTON, MASS.—Girl students at Newton High School have been barred by the faculty from wearing slacks, with the boys applauding the ban.

This was disclosed in an editorial in the school paper, the Newtonite, in which Marvin Merowitz, student editorial writer, deplored that "it is a sad fad when our Newton nifties garb themselves like January Christmas trees, but what can a bewildered bystander do?"

"Lately," he added, "our rambunctious radicals have tried to wear the pants around this temple of learning, but an alert faculty quickly took the slack out of their sails."

N. Y. State Regains Full Schools' Aid

ALBANY, N. Y.—The Republican-revised $374,837,201.11 state budget bill, restoring full aid for schools, received Gov. Herbert H. Lehman's signature without comment.

The state aid to schools item represents an increase of $1,751,000 which had been trimmed from public education expenditure for the last three years, when the Republicans took the initiative in cutting the full statutory proportion to 98 per cent. About $900,000 of the restoration goes to New York City educational costs.

300th Anniversary Of 'Compulsory' Reading

DANBURY, CONN.—The Danbury State Teachers College will celebrate, on April 14, the 300th Anniversary of the famous law of 1642, the first complete educational legislation in the English-speaking world requiring that all children be taught to read. So far as is known, Danbury is the only college in the East to observe this memorable event.

SOMERVILLE LETS TEACHERS MARRY SERVICE MEN AND KEEP THEIR JOBS

SOMERVILLE, MASS.—In the first action of its kind in Massachusetts, the Somerville School Committee has voted to permit women school teachers to marry men in the military service and retain their jobs.

The Committee, which has been discouraging the employment of married women for four years, thus deliberately by-passed its own ruling of 1938 virtually prohibiting them.

The ruling resulted at the time in the dismissal of about 15 married teachers and precipitated a two-year legal battle by the discharged women, ending in 1940 with a decision of the Massachusetts Supreme Court upholding the School Committee's action.

In a neat technical maneuver, the Committee has preserved its original ruling intact by following through on automatic dismissal of such teachers upon marriage, but voting for immediate re-employment to continue for the duration of the war and six months thereafter.

The new concession was made as a result of the specific case of a Somerville teacher whose fiancee went into the service as a private. There are a number of other teachers whose plans will also be affected by the ruling, according to Everett W. Ireland, Superintendent of Schools in Somerville, and also a member of one of Somerville's Selective Service Boards.

Mr. Ireland said today that the decision of the School Committee was also influenced by the shortage of trained teachers due to the war conditions. Many teachers have been drawn into various branches of war service, he explained, leaving the schools to substitute new teachers with no training whatsoever.

Another technicality in Somerville's ruling of 1938 concerning married teachers specifies that "no married women whose husbands are gainfully employed shall be retained in the schools."

"You could hardly call a soldier making $21 a month 'gainfully employed' financially," Mr. Ireland pointed out, but added that the ruling was made independent of this qualification.

Ben G. Graham

PITTSBURGH, PA.—Dr. Ben G. Graham, superintendent of schools here since 1930, and one of the nation's leading educators, died suddenly March 20 of a heart attack.

Father of eight children, Dr. Graham would have been 62 in May. He was born in East Moravia, Pa.

Last year, Harvard University recognized his position as one of the leading authorities on public education in the United States by conferring on him the honorary degree of doctor of laws.

Dr. Graham's career as an educator began in 1900.

After two years as principal of Greensburg High School, Dr. Graham came to Pittsburgh as a chemistry teacher. He was chosen in 1916 as principal of Pittsburgh's first junior high school.

For 6½ years, beginning in 1919, Dr. Graham was superintendent of schools in New Castle and completely reorganized the system—a work for which Westminster conferred on him, in 1924, the honorary degree of Doctor of Science.

Dr. Graham became associate superintendent of Pittsburgh schools in 1926 and maintained his connection with the Pittsburgh school system until his death. In 1928 he became first associate superintendent and in 1930 superintendent.

Educator Favors Cut in Schooling

NEW YORK.—Shortening of the academic schedule in the schools of the nation to allow students to earn college degrees in twelve years of schooling was urged recently by the Rev. Robert I. Gannon, president of Fordham University, in his annual report to the trustees. He recommended an educational program of "six years of grammar school, three of high school and three of college."

Pointing out that under wartime acceleration a bachelor's degree now could be earned in three years, Father Gannon said:

"It took a world-wide war to convince America that her educational schedule of time was unreasonable. We have been forcing our youths to give half their lives to formal schooling on the assumption that they will never learn anything after they graduate, instead of concentrating on the instruments with which they can make their whole lives an education."

Penny Milk a Fact For N. H. School Children

CONCORD, N. H.—Penny milk has become a fact for thousands of New Hampshire school children.

Authorization of the plan for four extensive milk marketing areas was announced by Philip B. Hearn, State Supervisor of the Agricultural Marketing Administration.

Schools were ruled eligible if it was found that 65 per cent of the pupils' parents had incomes averaging less than the average income for the area.

Pupils will pay one cent for a half-pint bottle of milk, with the Government making up the difference to producers.

College Students To Aid Industry

MONTREAL.—Several hundred Canadian companies, the majority believed to be located in Canada's metropolis will benefit by a recent arrangement whereby their personnel is to be augmented by students from Canadian universities. Opportunities for engineering students at the University of Toronto to work in war industries as part of their practical field work are being arranged on a large scale. The Department of Labor in Ottawa already has circularized some 1,500 war firms in the Dominion to learn to what extent they can accommodate engineering students this summer, and has found that a large group can be used.

Education Held Vital to War Effort

CHICAGO.—Campaigns directed toward "indiscriminate volunteering" for the armed forces by college men were criticized by Francis J. Brown, consultant for the American Council of Education, who said such campaigns ran contrary to the national effort for "wise utilization of man power."

Picturing the possibilities of a prolonged war waged on a basis of special skills, Mr. Brown told the North Central Association of Colleges and secondary schools that "those who possess qualities of leadership should continue their education. It will require more courage and greater moral stamina, but the word 'slacker' must never be used or revived for those who are preparing for even greater service."

Votes to Continue Inquiry on Schools

ALBANY, N. Y.—By a vote of 120 to 21 the New York State Assembly concurred with the Senate in adopting a resolution continuing for another year the Rapp-Coudert legislative committee which is investigating subversive activities in New York City's schools and municipal colleges and the cost of education generally.

Under the resolution the committee will be continued until April 1, 1943, with an additional appropriation of $50,000, which will be for the exclusive use of the Coudert sub-committee. In addition the sub-committee has about $22,000 left over from last year's appropriation. The investigation of school costs will be continued and financed out of $44,000 left over from last year. Assemblyman Rapp is chairman of the committee.

Gould Re-elected Boston Superintendent

BOSTON.—The Boston school committee by acclamation re-elected Dr. Arthur L. Gould to a second six-year term as superintendent of schools with an annual salary of $12,000.

By the same vote, they re-elected Michael J. Downey as assistant superintendent, and in a surprise move, with Committeeman Joseph C. White not voting, named 38-year-old William J. Barry of Roxbury to a 17-month term as assistant superintendent. Both men will receive $7500 a year.

Barry, master of the Michelangelo School in the North end is probably the youngest person ever named to the board of superintendents. He will fill head, who retired in August 1938, though his appointment did not expire until Aug. 31, 1943.

Pupils Help U. S., Build Model Planes

WASHINGTON.—Found: a group of airplane manufacturers with whose efficiency the Government is completely satisfied.

They are the 500,000 youngsters in 8,000 public and private schools from coast-to-coast now at work on model airplanes for the Navy to be used in training in "spotting" enemy planes.

The planes are models of 50 types used by the United Nations and their enemies.

"America's war workers can take inspiration from these youngsters who are determined to build the model planes speedily and build them well," said J. C. Wright, Assistant United States Commissioner of Vocational Education, who is directing the project for the United States Office of Education.

"These youths," he said, "know that among the pilots and antiaircraft crews who study these models, instant distinction between friendly and enemy aircraft will save vital split-seconds in taking offensive action. They know that civilian spotters who can report types of planes flying overhead offer invaluable advice on what defensive forces must go aloft to combat invaders."

The Government's goal is to have the youngsters build 500,000 models before June 30.

TEACHER HAS CLASS OF 40,000— BUT SHE TALKS ONLY TO 'MIKE'

MADISON, WIS. — Forty thousand Wisconsin school children listen to, and carry out the instructions of one teacher today, yet few of them ever see her.

She is Miss Fannie M. Steve, Madison, who conducts a weekly program, "Rhythm and Games," on WHA, University of Wisconsin radio station. Her audience of 40,000 is made up of youngsters in kindergarten and the first three grades.

Rhythm and Games first was presented as part of the "Wisconsin School of the Air" 11 years ago, and has been going strong ever since. As the title suggests, it is a combination of music and organized game activity.

Both the music and games on this program are original. Mrs. Steve, one of the real veterans of the air waves, is the author and composer.

Her music is as simple as possible, so that any teacher listening it can pick it up easily, whether musically trained or not. Mrs. Steve's games usually are based on old favorites, in tune with the season.

That the regular schoolroom touch is not missing from the "Rhythm and Games" broadcast is reflected in "student" letters, some of which express wonder at Mrs. Steve's occasional and purely atmospheric reprimands for being noisy, and some ask, "How did you know I was being naughty?"

Although concentrating on games, Mrs. Steve also emphasizes safety and health habits, but feels the main value of the program lies in "giving children poise, and they get exercise in an enjoyable manner, without realizing they are building sounder bodies."

The popularity and frame of the radio teacher's work has spread, and last year educators in 32 states ordered pamphlet publications of her music and games which are prepared for that purpose.

Sets 16 Scholarships For Latin Americans

CINCINNATI, O.—As its contribution to the strengthening of inter-American cultural relations, the University of Cincinnati has announced sixteen scholarships created expressly for South and Central American students.

Six will be in the College of Liberal Arts, where such fields as science, mathematics and American and English literature and history are expected to be stressed. The remaining ten will be in the College of Engineering and Commerce, where recipients will study under the Cincinnati plan of cooperative technological education originated by this university in 1906.

Vacation Time May Be Winter at Wellesley

WELLESLEY, MASS.—Possibility of a revised schedule at Wellesley College, with the students continuing their work throughout the summer and taking their vacations during the winter, loomed as the result of a statement issued by Dr. Mildred H. McAfee, President.

"Because of the threatened shortage of oil, Wellesley College is considering a revision of schedule which would place the long vacation in winter instead of summer. The plan is one way in which a college for women might facilitate the war effort by freeing oil for more immediate defense industries.

Dr. McAfee pointed out that European universities and several American colleges have used a winter field-work period successfully. Studies are being made of the possibility of supplementing the college year at Wellesley by vocational and avocational opportunities during the three months' recess.

WOULD SEPARATE MEN AND WOMEN FOR BETTER WORK IN COLLEGE

HAMILTON, N. Y.—Colleges which are accelerating their programs in order to cover in three years work formerly covered in four might do well to have their men and women students study in unmixed groups to avoid time wasting, Dr. F. Kenneth Berrien of Colgate University said in a psychology department report on "How Quickly Do Students Start Studying?"

Dr. Berrien suggested that unmixed study groups be urged after comparing results of the Colgate survey with a similar survey conducted by D. C. Troth of the University of Illinois.

Studying the behavior of 100 students, fifty men and fifty women, during the first ten minutes after they had seated themselves in the University of Illinois library reading room, Mr. Troth learned that they spent 40 per cent of the time conversing, aimlessly leafing books, using vanity cases, writing or reading letters and "just looking around." None of the 100 students, he discovered, spent the entire ten minutes in study. Moreover, the women in the group were more given to non-academic activities in the ten-minute period than the men.

The Colgate study, based on the observation of seventy-five men under conditions as similar as possible to those at the University of Illinois, showed that 11 per cent of the students began concentrating on their studies as soon as they were seated in the library and continued to do so for the entire ten-minute period. Whereas Mr. Troth's study showed that the 100 University of Illinois men and women had used 40 per cent of their time on non-productive activities, Dr. Berrien's survey revealed that the seventy-five Colgate men observed were wasting only 26 per cent of the period on sleeping, talking, day-dreaming, adjusting clothes and walking around.

While admitting that other factors, such as the size of the institutions, might have some effect on the figures obtained in the surveys, Dr. Berrien expressed belief that the presence of women students was the most important factor causing the differences.

War Captives Form "Universities"

NEW YORK.—Among the 4,000,000 prisoners of war scattered in camps in Germany, France, Great Britain, Canada, Jamaica, South Africa, Egypt and India, thousands of highly trained professional men are seeking to continue their educational advancement.

With the help of various agencies which have supplied books and materials these men have organized "universities in captivity," including a wide range of educational opportunities.

A consultative group on books for prisoners has been set up at Geneva, thus co-ordinating the efforts of all international organizations engaged in collecting and supplying books. Most of the books have been general in character but professional men are seeking publications of a specialized type.

To meet this demand, the Y.M.C.A. War Prisoners' Aid has set up in its New York office a special service to work with the Consultative group in Geneva. Specialists from the various professions have agreed to become consultants and effective collaboration with the American Library Association has been established.

Women Summer Students Admitted

FULTON, MO.—For the first time since it was founded in 1851, Westminister College will admit women students to its special summer term opening in June.

In making the announcement N. L. McLure, President, said the summer session, a wartime measure adopted to speed up graduation, will be open to all women who do not require dormitory facilities. He stated, however, the two regular winter terms will continue to be open only to men.

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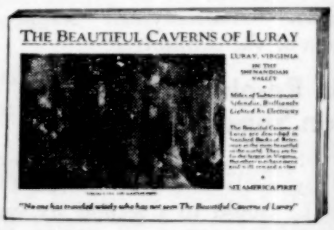

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HIGH SCHOOL CHEMISTRY TEACHERS SAID TO BE INADEQUATELY PREPARED

NEW YORK.—High-school chemistry teachers are inadequately trained by the colleges, according to a report by Dr. Douglas G. Nicholson, of the University of Illinois, to the American Chemical Society.

"College freshmen who have received high-school credit in chemistry often exhibit a lack of understanding in the study of problems and equations encountered in their elementary college chemistry courses," according to Dr. Nicholson, whose report will be submitted to the meeting of the society's division of chemical education at Memphis April 21 and 22. Headquarters of the society are at 330 West Forty-second Street.

"Two groups of college seniors who were prepared to teach high-school chemistry have taken a standard college freshman examination," he said. "The same examination was administered to a group of high-school chemistry teachers who were working on advanced degrees. The results have shown members of all three groups to be more poorly prepared on equations and problems than they were on other sections of this examination. The over-all average of the three groups was approximately equal.

"From this study it has been noted that both the active teachers as well as those who planned to teach were inadequately prepared on many items generally considered as essential in elementary college chemistry courses. In addition the groups were shown to be more deficient in those phases of the subject in which college freshmen are often poorest.

"These data tend to indicate that, instead of placing the blame for inadequately prepared college freshmen on the high-school teachers, the college teacher-training program should recognize certain deficiencies in its own field. A more intense study of problems, equations and recent developments in the chemical fields by those college students who intend to teach in high school would do much to relieve this rather awkward situation."

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Math Has Big Part in This War

CAMBRIDGE, MASS.—Mathematics is getting into this war in strange ways.

The war mathematics is not the two plus two kind, but queer-looking signs, figures shaped like tridents, like waves standing on edge, like musical symbols and a mixture of Greek and English letters.

War is using the mathematics of probability, of waves, functions, differentials and tensors.

Everyone knows that mathematics is used in aiming big guns, but few realize that fast moving targets require mathematics even before the guns are aimed. When blitz machines break down, mathematics enters to explain. When the causes are deep in mystery, mathematics again serves.

The Massachusetts Institute of Technology committee for applied mathematics is pioneering some of this war activity. This kind of work got its start in industry where great manufacturing concerns discovered that mathematicians could save them hundreds of thousands of dollars annually.

McCook to Head Marlboro Schools

MARLBORO, MASS.—T. Joseph McCook, 32, principal of Marlboro High School for the past two years, was unanimously chosen superintendent of schools at a special meeting of the school committee. He succeeds Ernest P. Carr who retires, July 1 after serving 30 years.

McCook is a graduate of Boston College and Boston University school of education, and was appointed a high school teacher in 1931. As superintendent, he will be the first Marlboro native to head the school system.

Mexican School Honors U. S. President

MEXICO, D. F.—The first public school in Mexico known to have been named for a President of the United States was inaugurated recently in Puebla by President Avila Camacho. The new Mexican public school has been called "Jorge Washington" (George Washington) "in homage to the Government and people of the United States."

Members of the American Embassy staff of Mexico City were present at the inaugural ceremony, during which a portrait of President George Washington, presented by the Embassy, was unveiled by President Avila Camacho.

Important Meetings

APRIL

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

17-18—Reading Clinic, Pennsylvania State College,, State College, Penn.; Emmett A. Betts, State College, Pa.

MAY

1-2—American Council on Education; annual meeting, Washington, D.C.

18-20 — National University Extension Association; annual meeting. State College, Penna.

JUNE

15-17—School for Executives. Theme: The Education of Teachers for the World of Tomorrow. Lake Pine Camp, Michigan.

18-20 — Thirteenth Annual School Administrators Conference, George Peabody College for Teachers, Nashville, Tenn.

22-27 — American Library Association; 64th Annual Conference. Milwaukee.

28-July 2—National Education Association. Denver, Colorado.

JULY

6-17 — NEA Department of Elementary School Principals; 6th annual conference. University of Colorado, Boulder.

8-10—World Federation of Education Associations, Montreal, Canada.

OCTOBER

2-3 — Pennsylvania Speech Association, Fourth Annual Conference. Harrisburg.

NOVEMBER

26-28—Twenty-second Annual Meeting of National Council for the Social Studies, Hotel Pennsylvania, New York City.

Grins Between Grinds

SCARE WANTED

Two men were racing to an air raid shelter in London. Suddenly one of them stopped and yelled to the other: "For Heaven's sake, scare me, I've got the most awful case of hiccoughs."

* * *

KINDRED MINDS

Plumber—"Sorry, sir, I've forgotten my tools."

Professor—"That's all right, my good man, I've forgotten what I wanted you for."

* * *

PRINTER'S DEVILTRY

A New York paper used to print its shipping news on the same page as its obituary notices. Imagine the glee with which its readers found the headlines changed one morning and a long list of respectable names set forth under the shipping headline: "Passed Through Hell Gate Yesterday."

* * *

OR SHOULDN'T

Teacher—What is etiquette, Jackie?

Jackie—Etiquette is the noise you don't make when you are eating soup.

* * *

GOT SOME REST

Sergeant—Did you sleep well on your cot? I'm afraid it was a little hard and uneven but—

Conscript—It was all right, sir, I got up now and then during the night and rested a little, you know.

* * *

SIGN LANGUAGE

A neighbor's house had been quarantined, and Tommy's mother had explained that the sign at the front door meant someone was ill.

A few days later he returned from school with the news that one of the children was absent today. "I passed his house on the way home, and I guess he's got hemstitching."

* * *

NOT FAIR

Wife (at breakfast): "I want to do some shopping today, George, if the weather is favorable. What does the paper say?"

Husband (consulting his paper): "Rain, hail, sleet, thunder, lightning, snow and fierce winds."

* * *

DEPENDS ON THE LIVER

An American and an English soldier while on leave were talking over things in general. The American soldier said, "After all, buddy, what is life?"

The cockney thought a moment and replied: "Well, what I say is, life ain't all you want; but it's all you 'ave; so 'ave it; stick a daisy in your 'at, and be 'appy."

Meet These New Books

My Worth to the World

"My Worth to the World" is a text that has already proven its own worth to many civics classrooms. It is now available in a new and enlarged edition. Nor does "enlarged" mean that it has outgrown the size that high school pupils like to carry in their bookstraps.

This text, as its title suggests, brings civics home to the individual. It makes the subject dynamic by provoking thought and action. Divided into eight units consisting of thirty chapters, the book furnishes a solid groundwork for the understanding of one's responsibilities as a member of the community. Civics ceases to be a mere set of abstract principles and facts. There are questions for individual consideration, questions for discussion, questions—all of them—that challenge the pupil's attention and open his eyes to his environment—economic, social, industrial, vocational and political.

No student of a course based on this text could very well escape without knowing what it is all about, without a more wholesome feeling for society or without an awakened desire to play a worthy part in it.

MY WORTH TO THE WORLD. Louise I. Capen and D. Montfort Melchoir.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Handbook of English Usage

Flaws in window glass may be less of a hindrance to transparency than are flaws in English speech or writing. Hence there can be no question that a manual giving the fine points of our language is an important aid to the student or the professional writer. The "Handbook of English Usage" by Canby and Opdycke is a conveniently arranged, up-to-date compendium—a court of last resort, as it were, on many a ticklish question of how to say what one has to say—or even more particularly, how to write that something. Designed primarily for quick consultation, the book is none the less adapted to use in an upper year of high school as a review text for rounding off the course in English expression. Specially noteworthy is the two-page chart at the end, which serves as a ready reference key to the topics treated. The book appears to contain everything from rules for spelling and lists of words commonly misspelled or mispronounced, to indictment of the dangling participle and other offences. This handbook bids fair to become standard in many classrooms and upon the desks of professional writers.

HANDBOOK OF ENGLISH USAGE. Henry Seidel Canby and John Baker Opdycke.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Stories of Many Nations

Short stories to the number of 64, representing the literatures of 23 countries have been gathered into a new anthology. This statement of itself suggests an unusually wide range of interest for the volume called "Stories of Many Nations." But this is not all. The tales have been chosen by high school students themselves from hundreds submitted by their teachers. And there was no insistence that the writings be of the present hour—so that the time span is as vast as that of space and race.

The stories are grouped by nations and are accompanied by suitable introductions—not too long—and by study helps and aids to appreciation.

Through using such a collection, high school youths will broaden their understandings and find delight in the process.

STORIES OF MANY NATIONS.—Selected and arranged by Irwin H. Braun and D. Edward Safarjian.—Boston, New York, Chicago, San Francisco, Atlanta, Dallas, London: D. C. Heath and Company.

There Must Be a New Song

Mix a liberal amount of what-is-wrong-with-us with an equal or smaller amount of what-is-right-with-us, season with dashes of anecdote, bake in a hot oven of one man's eagerness to be alive and useful—and the result might be Rollo Walter Brown's little volume titled "We Must Have a New Song." Only it would have to be R. W. B. himself who did the cooking, with the spirit of the late Dean Briggs helping to guide the process.

Five or six essays, some new, some previously printed in magazines, make up the collection. Its author seeks to know why men are pushing one another off the only planet we are sure is occupied by living beings. Why have we failed to open doorways for youth to enter? Why have we discarded the services of persons past middle age? Why has organized religion let us down?

Mr. Brown does not deal so much with the why of these matters as with the need for recognizing what is wrong and doing what we can—each in his own way and limited measure—to produce a different and a better world, a world more sensitive to human personalities, human needs and human dignity.

Implicit in the words of the title, "There Must Be a New Song," is not only the duty but the faith that desirable goals will yet be reached.

THERE MUST BE A NEW SONG. By Rollo Walter Brown.—Cambridge: Harvard University Press.

Social Studies and The American Way

Much more has been provided in the shape of textual material for students of the social studies than for teachers of the same. Hence the importance of the new volume, "Social Studies and the American Way of Life" which is aimed directly at aiding the teacher. Starting with a discussion of the purposes to be sought in the social studies curriculum, the book proceeds with suggestions as to methods best calculated to give the lessons both immediate and enduring values. The American way is presented as something to be practiced in the school and the community; something much more than an exercise in memory.

Various devices for creating growth situations and experiences are set forth. Particularly serviceable should prove the specific means outlined for appraisals, informal and formal, of each pupil's progress. The volume promises to orient and assist any teacher anywhere along the line who may wish to influence children or youths toward better understanding of what America